



Staindrop Church of England Primary School
Relationships, Sex Education and Health Education Policy

Our vision is founded on St Luke's Parable of the Sower. We are the rich soil that enables our children to develop deep roots and flourish. We aim to ensure that everyone grows to fulfil their potential. Our school provides an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do.

Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15

September 2025

At Staindrop C E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will *'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'* (SIAMS schedule 2021)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), relationships and sex education (RSE) and health education (RSHE). (**See Appendix 1**). The policy should also be read in conjunction with Keeping Children Safe in Education 2025.

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

Principles and Values

The aim of Relationships, Sex and Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our Relationships, Sex and Health Education programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others, and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Legal Framework

This policy has been written in consultation with local authority guidance and support. SRE curriculum content has been reviewed with staff and shared with governors and parents. Legislation and statutory guidance used includes:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2021) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'Science programmes of study: key stages 1 and 2'
- SIAMS Evaluation Schedule 2021
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2021)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding Policy (including child sexual exploitation)
- Behaviour and Discipline Policy
- SEN Policy
- Equal Opportunities
- Anti-bullying
- Personal, Social and Health Education/Social, Moral and Cultural Policy

Definitions

For the purposes of this policy "**Relationships education**" is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy "**Relationships and sex education**" (**RSE**) is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving

relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Organisation

Staindrop CE Primary specifically delivers Relationships, Sex and Health Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

The PSHE curriculum covers three broad themes across the school

- Health and Wellbeing
- Relationships
- Living in the Wider World

Teachers generally deliver the PSHE curriculum (*see Appendix 2*) with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the topics as they are aware of each pupil's individual circumstances.

The DfE recommends that *all* primary schools should have Relationships and Sex Education in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The age and development of pupils is always considered when delivering relationships and sex education.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

Links with other curriculum areas

We seek to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular: -

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

Our Relationships and Sex Education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the Relationships, Sex and Health curriculum, rather than delivered as a stand-alone lesson.

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.

We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

We are currently using a range of resources to support our curriculum, such as:

- Votes 4 Schools
- BBC Bitesize
- Kapow Primary
- Picture News
- Step into the NHS
- Educate and Celebrate (LGBT+ resources)
- Learning.NSPCC.org

External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

Before delivery of the session, we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

Consultation with parents and carers

We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through:

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Right to withdraw from Relationships, Sex and Health Education

Relationships and Health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

Once those discussions have taken place, the Head teacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from Sex Education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Staff training

All staff members will receive appropriate training to ensure they are up-to-date with the Relationship, Sex and Health Education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

Safeguarding and reports of abuse and confidentiality.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the designated safeguarding leads:

- Mr Steve Whelerton (Head Teacher)
- Mrs Caroline Harland (Deputy Head Teacher)
- Mrs Morag Bowman (Deputy SL)

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Bullying and Confidentiality

Any bullying incidents arising out of the Relationships, Sex and Health Education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Monitoring and Evaluation of Relationships, Sex and Health Education

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.